

Forsyth County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Forsyth County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Forsyth County Schools local AIG plan is as follows:

Forsyth County Schools Vision for local AIG program: The Winston-Salem/Forsyth County Schools strive to provide a program to meet the academic, social, and emotional needs of gifted students. To foster these abilities and to provide an age-appropriate public education for these children, a differentiated curriculum and service delivery program is necessary. Furthermore, a continuum of services is needed to reach children who exhibit these academic and/or intellectual skills to different degrees or in different subject areas.

The North Carolina Standard Course of Study (NCSCOS) which is comprised of the Common Core for Language Arts and Mathematics and the North Carolina Essential Standards for science and social studies guide the general curriculum for all students in North Carolina. We recognize, however, that there are students that have already mastered a large part of the curriculum standards for their grade, or are able to learn and comprehend the material very rapidly compared with their peers. They can think globally or abstractly and analyze information in a more complex way than others their age. Their use of language is often more advanced, as is the level of their questions and problem-solving strategies. These children often possess a breadth and depth of information far greater than that of the general student population, and a profound curiosity to learn more.

In order to support the social and emotional development of these students, the Winston Salem/Forsyth County Schools has a goal to homogenously—group these students with other

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students with similar abilities, whenever possible. It is highly desirable that these students be grouped together for at least part of every day. This allows the teacher to focus his or her attention on these students, to move quickly and/or more in-depth with course material and to employ teaching methods that encourage creative, productive and higher-level thinking. Ability grouping is also desirable to meet the social and psychological needs of these children, because grouping these students together offers an opportunity for them to collaborate with other students that have similar gifts and talents.

The WS/FCS district recognizes its responsibility to meet the needs of students who show unusual academic and intellectual ability. Standards and expectations have been developed and approved by the Winston Salem/Forsyth County Schools Board of Education to ensure that an effective and appropriate educational program is developed to nurture the potential of these students. WS/FCS desires to promote respect and encouragement for academically gifted students from all cultures and backgrounds. We seek to provide an academically rigorous and challenging program which includes scaffolds and support structures which assist students in developing their natural interests, gifts, and talents. The ultimate outcome is to help prepare these students to be productive citizens and life-long learners.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$2653202.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2013-2016.

Rationale: The district AIG website includes information on the multiple pathways for AG identification. Parent handbooks are available in all schools and by requesting additional copies through the district AIG specialist.

Though there is a multitude of information on the website, there needs to be more user-friendly information published in multiple ways such as flyers, brochures, etc.

Goals: 1) Reach and inform stakeholders about the screening, referral, and identification process.

Description:

- 1) Create a user-friendly chart of the multiple pathways for AG identification
- 2) Create semi-annual parent information sessions to increase parent awareness of the AG identification process, program overview, and guidelines for private evaluation. Parent information sessions will be conducted semi-annually at regional locations within the district (North, South, East, West, and Central school locations). The AIG website should more clearly list the identification criteria, screening available, and service delivery options.
- 3) Create a brochure highlighting the need to know and FAQ's about AG identification
- 4) Better utilize the one-page summary when having forums with parents as well as ensure that information is translated into multiple languages. Finalize and distribute flyer/brochure with information on basics of identification and services and how to find information (also include on website)
- 5) Conduct more district-wide AIG information meetings for parents of students who qualify for AIG in the fall and spring
- 6) Elicit the experience of school level AG coordinators to serve as facilitators of parent sessions about the AG identification process and assist new AIG coordinators in understanding the AG identification process
- 7) Sponsor at least two yearly identification overview sessions with AIG coordinators
- 8) Encourage schools to provide at least one yearly AG information/parent meeting to provide information about the AG identification process and school-level service (Encourage schools to have information session at open PTA meetings)
- 9) Continue use of AG parent notification letters of upcoming testing, including dates, tests administered, and purpose of tests. Also utilize the Alertnow system to remind parents of upcoming AG screenings
- 10) Continue individualized letters notifying parents of scores earned, placement for next year, other options, as well as individual score battery results aside from overall composite scores. Include

optional information about AG and HAG to help parents understand levels of service.

11) Disseminate AG newsletter that targets specific issues of interest to AIG population, including social and emotional issues, twice-exceptional children, home support, and other issues.

(Newsletters to date have been more logistical information, such as parent events, legislative updates, etc. Newsletters will begin to provide more resource tools and information to assist and support AG parents.

12) Create an informational video about the AG program and services to be posted on the website

13) Promote an unbiased overview of information about service delivery options at all school levels to Principals, Curriculum Coordinators, and School Counselors.

14) Work with WSFCS PAGE to provide parents and community members an opportunity to discuss ways to improve communication regarding the WSFCS AG program or about AG service delivery models

15) Create an AG liaison at each zone with a separate role from the AG coordinator, whose goal is to consult with parents about the service delivery model at a particular school.

Planned Sources of Evidence: 1) AIG Website

2) AIG Parent Handbook

3) AIG Program one-page summary translation

4) Schedule of school-based AIG parent meetings

5) Copies of form letters

6) Newsletters

7) Results from 2013 parent survey

8) Attendance counts of parent information sessions

9) AG coordinator attendance at meetings

10) AG video and brochure

11) Attendance at AG liaison meetings

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Focused Practice for 2013-2016.

Rationale: Our identification process places a high value on the use of standardized tests to measure student aptitude and achievement. We need more options for aptitude and achievement assessments that are untimed and/or nonverbal. Rather than identifying children for "nurturing", we need to be nurturing the potential of all K-2 and under-represented students.

Currently, standardized test results alone are used in the identification process. We do not use additional measures such as student grades, student performance on authentic assessments, portfolios, observations, or teacher input in the identification process. A consideration would be to use more non-traditional measures to identify talent pools of students for inclusion in service options in

gifted programs—when space is available at school sites.

In order to expand access and identify students that may have levels of giftedness in one specific academic area, we will look for opportunities to support single-certification in math OR reading while also continuing the option for AG math AND reading designations. To do this we will have to focus on each discipline separately and not exclusively the composite or total battery scores as have been used in the past. Allowing for single-certification of students would allow for the use of sub-tests to qualify students as AIG in math OR reading but we will also continue the use of acceptance of the composite or total battery scores for AIG in math AND Reading designations.

- Goals:** 1) Move to single-certification in math and/or reading for AG only (this does not apply to the certification for HAG).
2) Create additional identification pathways for AIG certification
3) Use non-traditional measures for identifying talent development students
4) Develop an internal nomination system for AG screening

- Description:** 1) Use behavioral check-lists for nomination for screening for AIG (HOPE rating scales, U-Stars~Plus, etc.)
2) Consider using above-level tests offered by talent search programs (Explore, SAT, ACT) as alternate assessments for gifted identification
3) Include AIG pathway for achievement at the 95th percentile with aptitude at a minimum of the 75th percentile
4) Develop a process for parents/educators to refer students for AG screening.
5) Work to develop a process for using portfolios as an additional identification pathway for high-achieving students that score at the 90th percentile or higher on standardized assessments to serve in Talent Development programs.
6) Students in the WSFCS School district or private/charter schools must have at least one previous nationally normed achievement or aptitude assessment at the 75th percentile prior to the acceptance of an independent evaluation.

- Planned Sources of Evidence:** 1) Number of students identified as AG by Achievement scores
2) Student observation rating data
3) Documentation and use of above level testing for AG.

Other Comments: See Appendix A for full information on the AG and HAG identification screening and identification process.

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: We serve students in both our Highly Academically Gifted (HAG) and Academically Gifted

(AG) programs, but both programs are disproportionate by gender, race and ethnicity. This practice remains one of our most difficult areas to determine best ways to address. Finding ways to ensure equitable representation of all groups in gifted identification is vital.

- Goals:**
- 1) Identify methods for developing talent pools in schools with underrepresented gifted populations
 - 2) Create ESL/AG school service site to provide accelerated services for students that need levels of improvement in language development.
 - 3) Increase parent communication in neighborhoods with underrepresentation of gifted students.
 - 4) Begin use of aptitude and achievement assessments in students' Native Language.
 - 5) Provide an additional group assessment for students that score at the 75th percentile who may not initially be eligible for re-screening for AG. (once per year).
 - 6) Provide individual assessments by the Department of Psychological Services for students eligible for free/reduced lunch access that meet the 75th percentile or higher score on aptitude or achievement group assessments who have not met AG eligibility criteria (once per calendar year-- upon parent request)
 - 7) Create AG/Learning Immersion school magnet
 - 8) Develop a process in conjunction with the EC department to identify and service twice-exceptional students.

Description:

- 1) Explore alternate assessments for ELL students (CogAT-7--administered in both English/Spanish, Logramos-- Spanish ITBS, Individually administered BVAT which is the Bilingual Verbal Ability Tests and includes 29 different languages from Arabic to Navajo, use the Bateria which is a Spanish version of the Woodcock Johnson)
- 2) Create a school site and/or collaborative service delivery model between the ESL and AG departments to serve ESL students with high math aptitude and achievement but lower language development abilities or vice-versa.
- 3) Target community nights in neighborhoods with disproportionate AG representation to provide an awareness of gifted programs in WSFCS.
- 4) Seek and use nurturing programs for developing high potential in underrepresented students such as Project U-Stars Plus.
- 5) Provide an opportunity for individual evaluations to students that are economically disadvantaged. Discontinue acceptance of outside evaluations for students that do not score at the 75th percentile or better on group aptitude or achievement assessments.
- 6) Create a process for EC and AG departments to use data from aptitude and achievement assessments for twice exceptional students
- 7) Create Talent Development Learning Immersion Magnet School

- Planned Sources of Evidence:**
- 1) Number of underrepresented students identified as AG
 - 2) Number of students served in Talent Development Programs
 - 3) Create ESL/AG service site
 - 4) Set-up of Talent Development/Learning Immersion School

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Each school has a dedicated AIG coordinator, however; procedures are complex and consistency is an ongoing challenge. We need a better system for training new AIG coordinators in our identification processes. We need a more responsive plan for what happens after eighth grade.

The AIG coordinator participates in regularly scheduled professional development to ensure the identification processes are followed accurately. The district generates timelines and individualized letters to parents to ensure the message communicated to all parents is consistent.

Goals: 1) Create a system for dealing with AIG coordinator retention and new hires
2) Create more user-friendly guidelines for AIG coordinators.

Description: 1) AIG coordinators attend professional development regarding the identification process at the start of school annually and three other times during the year (two sessions are optional)
2) The district provides standardized letters to families describing the identification process and the gifted service model
3) Prior to distributing second grade screening results, AIG coordinators participate in refresher training focused on the AIG identification process and timeline.
4) Create zone AIG Coordinator leads to serve as mentors for new AIG coordinators
5) Create a snap-shot/user-friendly version of AIG procedures manual

Planned Sources of Evidence: 1) Meeting agendas and sign-in sheets
2) Copies of form letters
3) Documentation of AIG coordinator leads
4) User-friendly coordinator documents.

Other Comments: A user-friendly guide and manual has been developed to support schools and families in understanding the Academically Gifted Identification process (See Appendix A)

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Parent Handbook outlines the procedures for identification, reassessment, and transfers within the district and from other LEAs. The AIG Parent Handbook describes the process for resolving disagreements. Parents are notified in writing regarding the system-wide

second and fifth grade identification process.

Parents are informed of their options regarding participation in the identification process. By signing the AIG-1 form, parents consent to their child's participation in the AIG identification process and placement in the AIG classroom.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- 1) The AIG Parent Handbook and the AIG website outline the procedures for identification, reassessment, and transfers within the district and from other LEAs. The AIG Parent Handbook describes the process for resolving disagreements. See Appendix A for identification and reassessment procedures, transfers within the district and other LEAs.
- 2) Parents are notified in writing regarding the system-wide second and fifth grade identification process. Parents are informed of their options regarding participation in the identification process.
- 3) By signing the AIG-1 form, parents consent to their child's participation in the AIG identification process and placement in the AIG classroom.
- 4) Consistently provide parents with information about the grievance process
- 5) Inform school level personnel about the AG identification and grievance process.
- 6) Procedures for resolving disputes and disagreements are available to parents in the AG handbook and located on the AG website

Planned Sources of Evidence: 1) AIG-1 forms

- 2) AIG Parent Handbook
- 3) AIG Website

Other Comments: A procedure for resolving disagreements and concerns will be available and provided to parents and families yearly (see Appendix C).

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Focused Practice for 2013-2016.

Rationale: Documentation for AIG students is currently not reviewed annually. There has to be a system to check accuracy of AG coding from the school level yearly as well as providing parents with information about available options and services. Each year, a yearly progress update should be provided to parents and families about AG identification and service options.

Goals: 1) Communicate service options to parents of AIG students annually.

Description: 1) Use website, parent handbook, parent meeting and letters to communicate AIG service options to parents.

- 2) Maintain documentation on the strengths, weaknesses, goals and needs of each AIG student.
- 3) Create a differentiated education plan (DEP) for each AIG student.

- 4) AIG coordinators will commit to methods they will use to communicate gifted service options and the DEP
- 5) Each school will host an annual meeting describing its AIG program for parents
- 6) Parents may request individual conferences to discuss their AIG student's gifted services
- 7) Create a yearly parent update document to communicate to parents and families about identification and service options for AG students.
- 8) Include service options for both HAG and AG to ensure that parents understand the overall program goals.

Planned Sources of Evidence: 1) Schedule of parent meetings

- 2) DEPs
- 3) Website
- 4) Parent Handbook

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

This practice is a Focused Practice for 2013-2016.

Rationale:

Instructional services for AG students in grades 3 – 8 are accelerated or enriched one or more years above current grade-level Common Core State Standards for Mathematics and Language Arts. For HAG students the curriculum in all four core subject areas is accelerated or enriched content that explores concepts in depth at multiple levels above the current grade-level using the Common Core State Standards for Mathematics and Language Arts and the NC Essential Standards for Science and Social Studies. Students in K-2 that show high academic ability currently receive consultative services. A focus will be to develop a critical thinking skills framework for students in K-2 to provide opportunities to foster cognitive growth in these students. For High school AIG students, an expansion of seminar and honors courses in addition to the existing AP and IB courses will be offered as a continuation of program support for accelerated academic services for gifted students.

Goals:

- 1) Develop a critical thinking curriculum framework for K-2 students
- 2) Complete Curriculum Guides for grades 3-8 AG and HAG.
- 3) Recommend that AIG students take upper-level courses (i.e.: honors, seminar, AP, IB). Develop Course frameworks for extending expectations of rigor in high school honor and seminar courses.
- 4) Train AIG teachers with the use of various differentiation strategies
- 5) Create WSFCS process for instituting Credit for Demonstrated Mastery (CDM) for high school courses

Description:

- 1) Use specific critical thinking framework for K-2 (Building Thinking Skills or Primarily Early Thinking Skills)
- 2) Teachers will complete AG and HAG curriculum guides that accelerate students one or more grade-levels in content subject areas in math and reading for AG students and for two or more grade-levels for HAG students in all core content areas. These curriculum guides will include recommended pacing, critical concepts, vertical alignment, and exemplar lessons for AG and HAG
- 3) Create repository system that houses AG lessons, resources, and curriculum guides
- 4) Develop resources and descriptions to differentiate and support rigor for honors and seminar courses (i.e.: Project-based and Problem Based Learning, etc).
- 5) Differentiation training will include clear definitions of enrichment, extension, and acceleration while providing strategies to support the various forms of differentiation (i.e.: curriculum compacting, tiered

assignments/lessons, telescoping, etc).

6) Provide processes and opportunities for students to have access to exit exams to place out of high school courses with pre-test of acceleration options known as Credit for Demonstrated Mastery (CDM).

Planned Sources of Evidence:

- 1) Pacing guides
- 2) Lesson plans
- 3) AG wiki and resource system
- 4) Plan for CDM implementation

Other Comments:

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

This practice is a Focused Practice for 2013-2016.

Rationale: Use of intentional strategies to meet the needs of gifted learners has not fully instituted by all AG teachers across the WS/FCS school district. AG teachers have indicated the need for support with various curricular models and instructional strategies to provide assistance with differentiating the curriculum with NCSCOS.

Goals: 1) Develop a professional development series directly aligned to teaching the Common Core and Essential Standards from an acceleration/enrichment goal expectation. Begin this series in fall 2013.
2) Use DEPs to provide support for instituting strategies aligned with learner needs
3) Expand opportunities for course options for gifted learners in middle and high school.

Description: 1) Provide opportunities for AG teachers to participate in Carol Ann Tomlinson's differentiation training and support framework for the parallel curriculum in order to help AIG teachers address the learning needs of gifted students.
2) Provide support for implementing Socratic/Paideia seminars
3) Provide professional development over a three year period for AIG teachers in Understanding by Design and/or the Parallel Curriculum
4) Utilize a differentiated education plan (DEP) to document the instructional needs of gifted students.
5) Consider course elective options for gifted students in middle and high school that allow students to explore specific interest and talents

Planned Sources of Evidence: 1) Understanding by Design unit and lesson plans
2) Use and support of parallel curriculum
3) Differentiation training professional development participation logs
4) Differentiation Education Plans (DEPs)
5) Course offerings menu

6) Pacing Guides

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: The use of research-based AIG curriculum models such as Bruner, Taba, Meaker, Kohlberg and Heinz, Creative Problem Solving, Problem-Based and Project-Based Learning, Visual Thinking Strategies, and Service Learning is not in use district-wide. More work is needed to expand and put into practice use of specific curriculum models in AIG classrooms. Additionally a Teacher Professional Resource Library is needed to assist teachers with ideas for implementing various instructional strategies.

- Goals:**
- 1) Research and explore the use of various curricular models
 - 2) Integrate the use of curricular models with the development of AG curriculum guides
 - 3) Provide Instructional Resource Library with examples and literature that is research-based promoting best practices for gifted learners.
 - 4) Encourage interdisciplinary teaching between subjects

- Description:**
- 1) The use of specific curriculum models will enhance and build upon current teacher expertise and learning from the AG licensure program and serve to help set in place a foundation for the use of a variety of ways to help high-ability learners' process content.
 - 2) Implement peer observations for teachers to observe other teacher implementing various curricular models
 - 3) Institute video archives of AIG teachers using curricular model for support and reflection from other teachers
 - 4) Encourage use of cross-disciplinary teaching in AG and HAG curriculum guides
 - 5) Create Teacher Professional Resource Library in IRC for teachers to check out books and resources for best practices in gifted education as well as lessons to help implement strategies.

- Planned Sources of Evidence:**
- 1) Lesson plans submitted by teachers
 - 2) Curricular nights hosted by AG department
 - 3) Monthly AG teacher curriculum meetings where curriculum models are used in curriculum design.
 - 4) Video lessons developed and placed on central server for teacher reflection and development.
 - 5) Catalog list of IRC gifted teacher resources.

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness;

critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale:

A goal of WSFCS AIG programs K-12 is to intentionally infuse critical thinking and problem-solving, high-level communication, applied information and media literacy, creativity and innovation.

Goals:

- 1) Embed 21st century skills goals in AG/HAG curriculum guides
- 2) Create opportunities for AIG students to be involved in extension opportunities to engage in real-world skill development of 21st century skills
- 3) Use 21st Century skills for professional development and training
- 4) Infuse 21st century skills in course elective options for gifted students in middle and high school to explore specific interest and talents

Description:

- 1) AG teachers will create a vertical alignment of key 21st skill focus for specific grade levels for AG students. These skills will be integrated into the writing of the AG and HAG curriculum guides as well as the K-2 critical thinking skills guides, and seminar/honor classes' frameworks
- 2) Provide professional development for AIG teachers, media coordinators, and technology facilitators on the needs of gifted students and 21st Century Skills.
- 3) Work with PAGE organization to create authentic opportunities for students to be involved in civic, leadership, and character education opportunities
- 4) Use the Service Learning curriculum model to couple teaching of course concepts and individual AG student commitment to civic and community engagement
- 5) Invite speakers and provide weekend opportunities bi-annually for AG students to be involved in opportunities to expand learning outside the classroom to promote civic engagement
- 6) Create elective options for gifted middle and high school students (i.e.: high school course audits for eighth graders/college planning, Odyssey of the Mind, Model UN, debate, stock market competitions, Lab busters, etc.)
- 7) Infuse technology and other 21st century in AIG teacher professional development

Planned Sources of Evidence:

- 1) Curriculum guides embedded with 21st century skills
- 2) PAGE agendas/events
- 3) Service Learning Opportunities
- 4) Flyers and attendance at bi-annual events of AG students.

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale:

The district utilizes grade-level interim benchmarks for all students in grades 3 through 8. These assessments are used to inform instruction based on grade-level concepts. The district's policy for AIG students is to accelerate or enrich the teaching of concepts above the current grade-level expectations. Considering that assessment provides vital information about student knowledge and skills it is equally important that the WS/FCS School district aligns the AG/HAG course curriculum with assessments administered to students. Aligning assessments to the current curriculum and content taught to students in the AG/HAG programs will serve as a better indicator to monitor student performance and progress in AG/HAG classrooms. The WSFCS Academically Gifted Programs would like to gauge program effectiveness by developing interim assessments aligned with enriched and accelerated content focus to provide teachers, parents, and students with feedback on student strengths and areas for development.

Goals:

- 1) Encourage classroom teachers' use of pre and post assessments regularly to identify students who need additional enrichment, acceleration, or extension options and as a tool to group students for instructional groups.
- 2) Create interim performance based and extended response assessments for AG and HAG for classroom level feedback regarding instruction and instructional delivery impact.
- 3) Encourage cross-curricular school level PLCs amongst schools and between departments and grade-levels within schools to discuss areas of strength and development based on curriculum concepts.

Description:

- 1) Formative Assessment will be used as an entry point to guide student differentiation of content, process, or products. A focus will be on encouraging AG teachers to share best practices for on-going assessments.
- 2) Teachers will work to create interim assessments aligned with enriched and accelerated curriculum taught to AG and HAG students district-wide.
- 3) AG and HAG Teachers participate in weekly or bi-weekly opportunities to discuss patterns of strength and development for AG students. Teachers will continue to develop action plans and use instructional strategies to respond to students' needs.

Planned Sources of Evidence:

- 1) Student performance on interim AG and HAG teacher assessments
- 2) Minutes from teacher PLCs with targeted strategies for AG students.

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

The academic program for gifted students has many components that support cognitive growth for gifted learners. There needs to be an affective curriculum developed to support the social and emotional growth of gifted learners.

Goals:

- 1) Develop an affective program to meet the social and emotional needs of gifted students
- 2) Provide information and raise awareness of social and emotional needs of gifted and highly gifted students amongst stakeholders.
- 3) Work with counselors to support understanding of social and emotional needs of gifted learners.

Description:

- 1) Train and designate specific personnel at each school site to support the affective needs of gifted students.
- 2) Develop a series of affective based instructional lessons that can be used by counselors and teachers to support the affective needs of gifted learners.
- 3) Train counselors to identify areas to support affective needs of gifted learners (underachievement, perfectionism, transition, resiliency, increased sensitivity, competition, underachievement, persistence, social concerns, positive-friendship behaviors, expectations of self, family and teachers, self-image, comparison to task instead of others, stress, anxiety, and empathy).
- 4) Develop a semester-based gifted professional development training highlighting such critical affective topics such as: supporting perfectionistic students, understanding Asynchrony.

Planned Sources of Evidence:

- 1) Names of school designated personnel to support affective needs of AIG learners
- 2) Logs from counselor trainings on affective needs
- 3) Bi-monthly logs of designated personnel working in schools on student affective needs

Other Comments:

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale:

A process for nurturing potential in K-2 learners does not exist. There will be a district-wide plan for supporting young learner potential through development of critical thinking capacities. The WSFCS district will train and support teachers with materials for developing critical thinking in K-2 learners. Early exposure to rich, rigorous curriculum is essential to cultivating and sustaining high achievers. We plan to initiate a support framework so that all K-2 students may develop increased capacity for critical thinking. In schools where there are underrepresented numbers of AIG students, there will be

specific initiatives targeted to support student potential in learners that show high potential. Service delivery in our AG programs starts for all eligible students in grade 3.

Goals:

- 1) Develop K-2 resource support for high potential learners
- 2) Create a talent development/nurturing program to cultivate and grow identified AG student populations in schools with an underrepresented number of AIG students.

Description:

- 1) Implement U-Stars in schools with underrepresented numbers of AIG students
- 2) Implement Primary Early Thinking Skills (P.E.T.S) or Building Thinking Skills (B.T.S.) as a resource encouraged for all K-2 teachers
- 3) Provide training to support teachers in Building Critical Thinking
- 4) Create local units for K-2 that offer enrichment options for high-ability K-2 students.
- 5) Distribute and support teachers with the use of CogAT practices activities for exposure to problems that require critical thinking and reflection.

Planned Sources of Evidence:

- 1) Number of identified gifted students over three years in schools with less than five AG students
- 2) Units developed by K-2 teachers for high ability learners
- 3) Training from PETS or BTS for K-2 teachers

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale:

While Professional Learning Communities (PLCs) have greatly increased the level of teacher collaboration in schools, they do not always allow consistent time for teachers to collaborate with and amongst colleagues in EC or ESL services and with regular classroom teachers when AIG students are served in pull-out instructional models.

As the district moves into the implementation of Response to Instruction (RTI), an understanding of how to use the RTI process for gifted learners will prove beneficial in allowing school personnel to collaborate amongst each other.

Goals:

- 1) Encourage collaboration between AG teachers and other instructional specialists
- 2) Create partnerships between departments to promote benefits for students that are twice exceptional and students that are served in pull-out models.

Description:

- 1) Seek regular time for AIG teachers to collaborate with classroom teachers and other department specialists to develop and implement differentiated curriculum
- 2) Use DEP and other electronic communication system tools to support teachers that serve AIG students in different areas.

Planned Sources of Evidence:

- 1) Information from teacher communication
- 2) Summary from DEPs

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale:

The district will begin to use DEPs to communicate with parents, students, and other teachers who work with AIG students. DEP will be included in student's cumulative folders and via an online delivery system to assist in communicating about student strengths and areas of development from one school year to the next

Goals:

- 1) Create district-level communication expectations
- 2) Develop a DEP to communicate with AIG families
- 3) Communicate with families yearly about DEP goals.

Description:

- 1) Create district guidelines and criteria for communicating with AG families
- 2) Teachers will use the DEP to facilitate communication with parents, other teachers, and students
- 3) Teachers will communicate with families at least once per year on AIG student progress concerning goals from DEPs. End of year reviews will serve as an opportunity to assist in determining students' needs for the next school year.

Planned Sources of Evidence:

- 1) Documentation of communication guidelines in AG parent handbook.
- 2) Meeting documentation from DEPs
- 3) Communication logs with AIG families

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Program Specialist for Gifted Programs will acquire AIG licensure before the beginning of the 2013-2014 school year. It is the expectation that the WSFCS Program Specialist will hold AIG Licensure. The AIG coordinator serves as the chair of the AIG Advisory Committee and helps to plan, develop, and revise the local AIG plan. The District Program Specialist works to develop collaborative networks between schools, district-level personnel, parents and community in order to implement the AIG local plan and program. The Program Specialist works with the WSFCS local Board of Education, School District Superintendent, and Assistant Superintendents for Elementary and Secondary Administration and Instructional Services to monitor implementation of the local AIG program and plan.

Additionally, there is a need for additional personnel and resource support for the Program Specialist of Gifted Services to implement all facets of the WSFCS AG program. Currently the WSFCS District Program Specialist works to support over 6,100 gifted students in WSFCS and over 250 AIG teachers in the district. Increased support infrastructure is needed to develop additional support resources to assist with the implementation of the local AIG plan for services.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1) A full-time, AIG-licensed employee will oversee the district's AG program.
2) Continue to require AIG Program Specialist to have AG Endorsement
3) Create process for planning, developing, implementing, revising, and monitoring the local AIG plan and program.
4) Restructure organization and support levels to provide adequate district-level program support for WSFCS gifted programming levels.
5) District Program Specialist will work to build collaborative networks to plan, develop, and revise AIG plan and program
6) The AIG Program Specialist will work with the WSFCS Board of Education and district-level superintendents to monitor implementation of AIG local plan for services.
7) AIG Program Specialist participates in on-going professional development opportunities and presents district AG program success at local, state, and national conferences.

Planned Sources of Evidence: 1) AIG Program support organizational chart
2) Evidence of cross-departmental collaboration (i.e.: communication documents, programs, etc.)
3) Copy of AIG License of District AG Program Specialist

4) Copy of articles and presentations from AIG conferences posted on WSFCS AG website

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to best serve AIG students, the district AIG Specialist and AIG committee will develop district level expectations for AIG teachers' roles/responsibilities to ensure a framework which assists teachers in addressing AIG student's social, emotional, and academic needs. Create a system for AIG teacher placement and a support/training network for AIG teachers.

Goals: 1) Develop expectations/role responsibilities for AIG teachers to address the academic, social, and emotional needs of gifted students
2) Create an internal network for AIG teacher placement
3) Provide yearly training for AIG teachers and bi-monthly AIG level (elementary/middle) meetings to support AIG teachers

Description: 1) Create sessions for new principals to better understand AIG and present updates/concerns at principal level meetings
2) The district AG specialist will work with the HR department and school principals to help find placement for AG teachers due to shifts in AG populations, increased AG numbers, or loss of AG teacher positions.
3) Create AG teacher professional development goals to ensure that training and professional development aligns with teacher and students needs

Planned Sources of Evidence: 1) Handouts/support documents from new principals and level (elementary, middle, and high) principal meetings
2) Schedule/placement process developed by assistant superintendents and HR department.
3) Professional Development Calendar for district trainings (compare and analyze course offerings to meet various academic, social, and emotional PD support)

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: All AIG teachers should engage in continuous, on-going professional development

opportunities in addition to the completion of AIG licensure. The WSFCS district will provide opportunities for on-going professional development to support the academic, social, and emotional needs of gifted students. AIG teachers will be expected to have 1.0 CEUs in Gifted Education (academic, social, or emotional needs/issues of gifted children) over a 3-year period and teachers are encouraged to align Professional Development goals to target meeting the needs of AIG students.

An AIG Liaison who is a licensed AIG teacher will serve as the primary AIG instructional contact between the school and the district AIG Department. This person will work to spread instructional information and train AIG teachers at school sites with updates related to Gifted Education.

- Goals:**
- 1) Implement a framework to pull data about AG teacher professional development credits from HR.
 - 2) Institute ongoing PD for AIG teachers on academic, social, and emotional needs of gifted students
 - 3) Create AIG Liaison instructional position
 - 4) Develop training for high school counselors

- Description:**
- 1) HR will pull AIG renewal credit information annually
 - 2) Include AG endorsement as a preferred certification for AIG teaching positions that are posted through HR, and a required certification for HAG classes
 - 3) Implement an AIG mini-conference yearly with a variety of professional development offerings for gifted teachers
 - 4) Institute a yearly professional development calendar for AIG teachers
 - 5) Institute bi-monthly meetings with AIG Liaisons for instructional updates
 - 6) Institute bi-monthly AG/HAG teacher PLCs
 - 7) Create mentor opportunities amongst AG teachers
 - 8) Designate AG guidance counselors to implement strategies to meet academic and affective needs of gifted learners (underachievement, perfectionism, transition, resiliency, increased sensitivity, competition, underachievement, persistence, social concerns, positive-friendship behaviors, expectations of self, family and teachers, self-image, comparison to task instead of others, stress, anxiety, and empathy).

- Planned Sources of Evidence:**
- 1) Annual AG Teacher Professional Development CEU amounts
 - 2) Mini conference program options
 - 3) Professional Development Calendar
 - 4) AIG Liaison meeting agendas/attendance
 - 5) AG PLC meetings/agendas

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: Every AG student should be served by a certified AIG teacher. The expectation is that all

AIG teachers will hold a clear or provisional license in order to provide gifted services to AIG students in mathematics and Language Arts. Teachers will be given a maximum of two-years to obtain AG licensure once a provisional license has been granted. This process will adhere to state guidelines for AIG provisional licensure (i.e.: teachers must take a minimum of 6 semester hours in gifted per year and complete gifted licensure requirements by the end of two years to maintain gifted provisional license. By end of year two, teachers should have completed AIG licensure requirements. Principals will communicate with teachers that a fee of \$55 is required to add-on a provisional AIG license and that if those requirements are not met, it is expected that teachers will not continue to work with AG students in the next school year.

In addition to the AG teacher licensure requirement, it is expected that all HAG teachers should have already completed AG licensure. Also, teachers that work with AP/IB programs should have participate in initial and continuous training in their subject/course areas. In order to support these recommendations the district will find funding to support a percentage of AG, AP, and IB teacher training.

Additionally, the district will make recommendations for appropriate gifted instructional models based on identified numbers of gifted students and resources. The district AIG specialist will offer support and recommendations to principals about instructional models and provide yearly updates about AIG student placement and teacher licensure expectations.

- Goals:**
- 1) Communicate AIG licensure expectations to principals and teachers
 - 2) Implement a framework to pull data about AG teacher professional license status from HR to provide to assistant superintendents for administration.
 - 3) Partner with school administrators to ensure most appropriate placement based on AIG population of students
 - 4) Create recommendations for service delivery options based on number of AIG students in school
 - 5) Encourage "best fit" with teacher placement in all AIG classrooms.
 - 6) Create training to support K-2 teachers in identifying students with high-potential.

- Description:**
- 1) All teachers working with AG students in reading/ELA are expected to hold a clear AG license or must meet course enrollment expectations for provisional AIG licensure. Elementary teachers working with AG students in mathematics expected to hold a clear AG license or must meet course enrollment expectations for provisional AIG licensure.
 - 2) All teachers working with HAG students in all core subjects (ELA, Math, Science, Social Studies) will hold an AIG license
 - 3) All AP/IB teachers will receive training in specific AP/IB subject areas.
 - 4) Teachers working with students in nurturing programs should understand how to identify and nurture high-potential in students. (i.e.: use of U-Stars-plus & PETS)
 - 5) HR will pull data on AIG teacher licensure status at the end of the year to provide to assistant superintendents for administration
 - 6) The district will provide a minimum of twenty scholarships for teachers to complete AIG coursework through a Institution of Higher Learning accredited by the state of NC.
 - 7) The AG office will request yearly updates of AIG service delivery model based on current numbers of AIG students
 - 8) Make recommendations for specific AIG service delivery models:
 - HAG: complete homogenous groups
 - AG: When there are more than fifteen identified students with students that are high- achieving

students, homogenous groups

-Resource/Pull-out Model: between five to fourteen AG identified students

-Cluster Grouping of Students: less than five identified AG students

9) Encourage principals and school personnel to place AIG teachers based on skill set and maximum potential for student growth.

10) District AG Program Specialist will provide yearly updates at principal meetings about teacher licensure

Planned Sources of Evidence: 1) Handouts from yearly principal meetings

2) Annual AG Teacher Licensure/Certification Status List

3) Teacher enrollment in AG licensure courses, AP/IB certification programs

4) Creation of AG delivery model recommendation based on best practices and research in gifted education.

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development in the 2013-2016 Plan is aligned with AIG program goals and district initiatives. We will maintain alignment as we move forward. See goals of Standard 2 practice C.

An area for development and increased support is to find opportunities to imbed AG student performance outcome goals in School Improvement Plan. The state will release AG district and school student growth data in October 2013. There is a need to begin to set benchmark goals for the district and school performance of AIG students.

Goals: 1) Validate alignment of Professional Development Goals to AIG program goals

2) Create district level AIG, AP, and IB student performance goals in strategic plan

3) Create school level AIG, AP, and IB goal in School Improvement plans

4) Communicate to schools about importance of AIG student outcome goals in School Improvement Plans

Description: 1) All professional development offerings within the district are aligned to the district's goals.

2) Explanations for how each professional development opportunity will assist the district in meeting its strategic plan goals as well as district-level performance goals will be listed within the goals and proposals of each teacher workshop.

3) The AG department will use district AIG growth data to develop performance goals for AG/AP/IB students in strategic plan

4) AIG department will work with school principals and AG teachers to create school level AIG goals in School Improvement Plans (SIP).

- Planned Sources of Evidence:**
- 1) List of professional development offerings
 - 2) Principal communication at level (elementary, middle, and high) principal meetings (handouts/information)
 - 3) List of AG student performance goals
 - 4) Record of AIG in school improvement plan submitted by principals.

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to fully provide adequate services for gifted learners, research and best practices in the field of gifted education must be used to develop the most current professional development opportunities to ensure high quality service for gifted learners

- Goals:**
- 1) Ensure alignment of professional development opportunities to NAGC's gifted teacher professional standards
 - 2) Collaborate with regional, national, and international colleagues to create innovative professional development opportunities for teachers.

- Description:**
- 1) The NC Standards for Teachers of Gifted should be used to determine gaps in teacher professional development and then search for new professional development opportunities to provide AIG teachers
 - 2) Search for regional and national speakers and encourage teacher participation in gifted state and national conferences on new innovating learning strategies to meet the needs of gifted learners.
 - 3) Invite speakers from other LEAs with expertise in Gifted topics (i.e.: Analyzing CogAT data, implementing RTI for gifted, etc.)

- Planned Sources of Evidence:**
- 1) PD Alignment document to NAGC standards
 - 2) Documentation of national speakers at conferences
 - 3) Teacher participation at state and national AIG conferences

Other Comments:

Practice G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

This practice is a Focused Practice for 2013-2016.

Rationale:

AIG teachers do not have adequate opportunities to share and refine applications of their professional

development (PD) or daily instructional practices. Regular time should be designated for this critical work by the principal. Principals must ensure that regular time is allotted for PD and application of strategies learned. Summer Professional Development collaborative sessions should be created to provide teachers time to develop opportunities to share ideas and best practices

Goals:

- 1) Increase the frequency of planned opportunities for gifted teachers to collaborate.
- 2) Create collaborative networks with teachers, counselors, administrators, and other school personnel to discuss gifted issues and needs.

Description:

- 1) Summer planning opportunities and bi-monthly AIG teacher meeting days will be utilized to provide time for professional collaboration. Some of the following issues should be addressed: differentiated curriculum, instructional practices, vertical alignment, social and emotional needs, and biases and myths related to AIG students.
- 2) Create AIG wiki space and/or a collaborative tool for virtual collaboration to share best practices with one another and reflect on the implementation of professional development topics (i.e.: EdModo)
- 3) Use teacher survey and beginning of year goals to determine professional development needs
- 4) Encourage teacher attendance at professional conferences which focus on meeting the needs of AIG students, especially the NCAGT annual conference
- 5) The district will provide yearly opportunities for teachers to attend state conferences.
- 6) Mentor teachers will be given additional opportunities to attend AG conferences to support other AIG teachers in the district.
- 7) Teacher workdays will be utilized to provide professional development. Workshops will be offered to address the following needs: differentiated curriculum, instructional practices, vertical alignment, social and emotional needs, and biases and myths related to AIG students.
- 8) Teachers will complete a survey to determine their professional development needs related to AIG.
- 9) Encourage teacher attendance at professional conferences which focus on meeting the needs of AIG students, especially the NCAGT annual conference
- 10) The district will work to provide scholarships for new AIG teachers to attend NCAGT

Planned Sources of Evidence:

- 1) Professional development calendar
- 2) Workshop agendas and syllabi
- 3) Workshop evaluations
- 4) Workshop registration sheets
- 5) Budget reflects allocation for registration and substitutes for professional development activities
- 6) AIG Wiki space
- 7) Teacher feedback from surveys

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Focused Practice for 2013-2016.

Rationale: WSFCS provides various levels of gifted services for grades 3 through 8. The academic needs of gifted students are addressed in both the Academically Gifted (AG) and Highly Academically Gifted (HAG) program. There needs to be more work to support the intellectually gifted, twice-exceptional students, and collective social/emotional needs of gifted students. Also, there needs to be more development for a K-2 talent development/nurturing program and options for high school course offerings for AG students.

Goals: 1) Develop an affective program to meet the social and emotional needs of gifted students
2) Develop more comprehensive service options in grades K-2 and high school
3) Develop program to address the needs of twice-exceptional and intellectually gifted students

Description: 1) Develop and design K-2 service delivery model that identifies, nurtures, and responds to students with talent (K-2 service delivery options include: Project U-stars plus, DISCOVERY, and enrichment groups)
2) Implement a service delivery model to address the needs of high school students.
3) Create a professional resource library at schools and on the district-level to support schools with meeting the affective needs of gifted students.
4) Designate AG guidance counselors to implement strategies for meeting both the academic and affective needs of gifted learners (underachievement, perfectionism, transition, resiliency, increased sensitivity, competition, underachievement, persistence, social concerns, positive-friendship behaviors, expectations of self, family and teachers, self-image, comparison to task instead of others, stress, anxiety, and empathy).
5) Designate specific personnel at each school site trained to support the affective needs of gifted students.
6) Develop a series of affective based instructional lessons that can be used by counselors and teachers to support the affective needs of gifted learners.
7) Use DEPs to target progress of academic, social, and emotional needs of gifted students
8) Develop a semester-based gifted professional development training highlighting such critical affective topics as: supporting perfectionistic students, understanding Asynchrony.
9) Provide high school pathways for course options for AG students
10) Meet with AIG students to help them recognize and deal with stressors specific to them such as transition, resiliency, perfectionism, increased sensitivity, competition, underachievement, persistence, social concerns, positive-friendship behaviors, expectations of self, family and teachers, self-image, comparison to task instead of others, stress, anxiety, and empathy.

- 11) Create a common set of resources to support guidance counselors in working with AIG students.
- 12) Integrate affective concerns of gifted students into classroom instructional topics

- Planned Sources of Evidence:**
- 1) Repository of resources for teachers, parents, and counselors
 - 2) Plans/frameworks for expanded levels of services
 - 3) Bi-monthly logs of designated personnel working in schools on student affective needs
 - 4) Student enrollment/participation in expanded levels of services in K-2 and high school
 - 5) Reflection of DEPs to identify trends/needs for support of gifted students
 - 6) Creation of pathways for high school courses

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a **Focused Practice** for 2013-2016.

Rationale:

Programs and services discussed in this plan are aligned to the extent possible with the AIG identification, program goals, and LEA resources. A greater emphasis is needed on aligning core subject area initiatives, curriculum resources, and program models in schools and increasing internal communication within the AG network to disseminate information.

Goals:

- 1) Align/solidify core AG service delivery models in all schools K-12 and make recommendations based on research of which delivery models offer higher levels of student growth
- 2) Continue focus of AG service delivery on content acceleration
- 3) Align curricular initiatives district-wide to support AG acceleration goal
- 4) Increase internal communication regarding AG identification, support, and resources

Description:

- 1) Align district content departments with outcome expectations for AG students
- 2) Develop AG curriculum that supports the goals of AG program
- 3) Continue homogenous grouping of AG students to address cognitive and affective needs of highly-abled learners
- 4) Use the DEP and IDEP to address the wide array of service needs among the gifted student population
- 5) District AG coordinator will work collaboratively to align subject-area initiatives with AG curricular outcome expectations.
- 6) Continue the use of AG website as central source for official AG communication but develop an AIG wiki to provide teachers, internal stakeholders, and the community with updates about the AIG program/AIG plan progress.
- 7) Create a Resource/Go-to support brochure to disseminate to parents at open-house.
- 8) Create a listserv/communication group for AIG updates.
- 9) AG students participate in pull-out or resource programs to address their academic and social and

emotional needs and HAG students are homogeneously grouped to meet their academic and social and emotional needs.

Planned Sources of Evidence:

- 1) Minutes from instructional stakeholders and AG department
- 2) AG curriculum guides
- 3) Documentation of DEPs/IDEPs
- 4) Emails/communication updates through AG wiki/listserv

Other Comments:

Service delivery models (See Appendix B)

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Focused Practice for 2013-2016.

Rationale:

WSFCS has developed a historical culture that supports AIG services on a daily basis. The District Coordinator of Gifted Programs collaborates with Instructional Services, Student Services, and Assistant Superintendents for Administration to develop policies and practices that support the needs of gifted learners.

Goals:

- 1) Develop policies and "best practices" that ensure that AIG is an integral part of the instructional program for highly-abled students in WSFCS.
- 2) Integrate gifted as a major stakeholder group for PTA's, district-level leadership, and School Improvement teams. Ensure that gifted advocates' voices are heard

Description:

- 1) Create district-level AIG task-force to ensure curriculum alignment between core content areas and AIG department (two to four times per year)
- 2) Meet with district level leadership and school attorney to reflect on district policies that impact gifted education (twice per year)
- 3) Institute a Gifted Parent Advisory Council group that meets three times per year to discuss progress and updates on gifted programming issues (one representative per school will be selected for this meeting).
- 4) Partner with PAGE organization to select parent PTA representative(s) for each school

Planned Sources of Evidence:

- 1) Minutes from task force meetings
- 2) Updated Administrative Regulations and board policies related to AG
- 3) Reflection/feedback from AG PAC

Other Comments:

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: No specific communication plan has been developed to disseminate information about the AG services, instruction, and regulation of gifted programs or the expectations of local AIG programs. Currently AG information is primarily disseminated through AG website, quarterly newsletters to parents, and Alertnow messages via phone/email

Goals: 1) Provide a clear communication plan that includes an articulation of AG services, instructional expectations, local/state regulations for gifted programming, and goals of local AG program.

Description: 1) Develop a short video to post on AG website, YouTube, and Facebook to provide an overview and introduction to gifted programs
2) Create an AG information brochure and/or flyer to provide to parents (a one-page description has been developed but more succinct communication needs to be developed)
3) Create an AIG communication plan to reach ALL stakeholders (teachers, counselors, students, community, and parents)
4) Create opportunities for yearly AIG information sessions for all students/parents
5) Continue updating/posting AG plan and updates on AG website
6) Create an AG communication group

Planned Sources of Evidence: 1) Video
2) Informational flyer/brochure
3) AG communication plan
4) Flyers/minutes from AG information sessions
5) Communication and updates to AG groups

Other Comments:

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

This practice is a Focused Practice for 2013-2016.

Rationale:

There has been consistent effort to ensure ongoing communication between schools and the AG department. Monthly and often bi-weekly updates are sent to schools to help support in their

understanding of AG identification and service delivery. There needs to be more emphasis placed on the transitioning of students in the AG program as well as more consistent documentation/record keeping for AG identification of students.

A better system is needed, also, for 9-12 transition of AIG students in addition to just course recommendations at the end of eighth grade. Communication and data transfer from elementary to middle school and middle to high school needs further improvement. All these transition concerns are part of the general communication issue that will be addressed in this plan cycle

Goals:

- 1) Ensure smooth transitions of AIG students' records and services from school to school and level to level.
- 2) Increase accuracy and efficiency of AG data that can be accessed from data repository

Description:

- 1) Develop AG open house dates for parents to observe prospective school sites they may be consider enrolling their child for the coming school year
- 2) Create visitation opportunities for students transitioning from elementary to middle and middle to high schools.
- 3) Create an annual AG transition meeting/deadline to discuss expectations and collaboration opportunities amongst educators
- 4) Create more efficient AG data system to track student movement and scores from school to school.
- 5) Create opportunities for AG teachers to discuss the needs of receiving and exiting students
- 6) Promote communication among and between middle and high schools about rigorous course expectations and offerings
- 7) Create vertical alignment opportunities between AG/HAG elementary and middle schools to create articulation of student skills and expectations.
- 8) Communicate with parents about curricular expectations during transition points (i.e.: elementary to middle and middle to high)
- 9) Sending should provide receiving schools a list of students identified as AG/HAG
- 10) Cumulative folders should be marked in some manner for immediate recognition that student is identified gifted
- 11) Differentiated education plans (DEP) will be created for each AG student and updated annually. DEP will be maintained in student's cumulative folder and shared with parents.

Planned Sources of Evidence:

- 1) School reflection from annual transition meeting
- 2) Creation of data system for transitioning
- 3) PowerSchool data audit summaries
- 4) Reflection summaries from teacher transition meetings
- 5) Curriculum at a Glance for grade-levels
- 6) Parent information flyers for parents to understand grade-level transitions and parent feedback on information provided to parents about transition options.
- 7) Student feedback from transition information provided
- 8) Cumulative folders are marked
- 9) Differentiated Education Plan for all gifted students.
- 10) Data of AG student enrollment in rigorous courses (Seminar, AP, IB).

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale:

The plan provides for high levels of collaboration among many different staff members, but ultimately it is dependent upon school culture and administration to facilitate. The Gifted Department can support and encourage, but it is the principal who must ensure that opportunities for collaboration amongst school personnel exists. Principals can support and "ensure" collaboration by seeing that dedicated time is allotted in PLCs and the creation of AG and additional personnel PLCs to ensure collaboration to meet student needs.

Collaboration works best at schools where principals take ownership for its success. Social workers/counselors should be included in these efforts, especially for families that are more likely to be overlooked via traditional communication means. The District Specialist for Gifted Programs will work closely with principals and the Assistant Superintendents for Instructional Services and School Administration during this plan cycle to foster more consistent collaborative relationships in providing differentiated programming and services.

Goals:

- 1) Create a communication meeting between school personnel to discuss how to best support AIG student needs.
- 2) Create a network between administrative levels to address the need for collaboration between gifted teachers and counselors, EC specialists, parents, and other instructional staff.

Description:

- 1) Develop and Implement DEP/IDEP with administrative support
- 2) Create a DEP/IDEP monitoring system
- 3) Present quarterly at Principal meeting to implement, reflect, and monitor implementation of DEPs/IDEPs
- 4) Establish DEP and/or AIG program meetings

Planned Sources of Evidence:

- 1) Principal feedback/reflection
- 2) DEP/IDEP fidelity checks
- 3) Minutes/paperwork from DEP/IDEP meetings

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

The 2010-2013 AG plan recognized the need to support the affective needs of gifted students. The plan encourages collaboration among these parties to address the social and emotional needs of AIG students. This practice is also addressed within the Standard 3 focus regarding collaboration among school personnel.

Goals:

- 1) Ensure that school personnel is knowledgeable and trained in supporting the affective needs of gifted students
- 2) Create opportunities for collaboration to meet the affective needs of gifted students

Description:

- 1) Designate a school counselor in regions/school locations with greater than 10 AG students identified as AIG affective liaison
- 2) Create modules for counselors, teachers, and administrators to understand specific needs of AIG learners (Focus topics will include: transition, resiliency, perfectionism, increased sensitivity, competition, underachievement, persistence, social concerns, positive-friendship behaviors, expectations of self, family and teachers, self-image, comparison to task instead of others, stress, anxiety, and empathy).
- 3) Match counselors with student needs to best address student need for emotional and social support. Create resource kits/libraries to provide AG students with affective support
- 4) Create an alignment document to infiltrate the affective curriculum into the content curriculum

Planned Sources of Evidence:

- 1) List of AG affective liaisons
- 2) Affective Resource kit
- 3) Counselor reflection on services provided to assist students in gifted program.

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Focused Practice for 2013-2016.

Rationale:

Even though Board of Education policy exists regarding grade acceleration, a step-by-step process to follow when parent's make a grade acceleration request does not exist. Currently, principals make

decisions about grade-skipping for students. Clear guidelines need to be written to describe how a decision for grade-acceleration is determined. These guidelines should include the use of an appropriate body-of-evidence to help principals determine if the practice of grade-acceleration warranted for an individual gifted learner.

Goals:

- 1) Develop a clear policy and process for grade-acceleration outside of the AG service delivery options
- 2) Develop a process for providing credit for high school students for course materials mastered (CDM)
- 3) Create a K-2 accelerated service delivery options

Description:

- 1) Use Credit for Demonstrated Mastery (CDM) NC state guidelines to develop a local process for providing high school student course credit and additional course selection options
- 2) Create a WSFCS acceleration policy that accounts for both cognitive and affective development of gifted learners.
- 3) Seek and extend outside learning opportunities for students that have mastered grade-level curriculum (NCVPHS, online learning platforms, etc.)
- 4) Create a service delivery model for primary students (K-2) that are extremely and profoundly gifted primary students

Planned Sources of Evidence:

- 1) Grade acceleration request process
- 2) Guidelines for grade-level acceleration
- 3) Scored Iowa Acceleration Scales
- 4) WSFCS CDM process guidelines
- 5) Number of students eligible for accelerated service options in K-2 and/or school site for accelerated service delivery

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale:

Culturally/ethnically diverse, economically disadvantaged, and English language learners that are identified as AIG are served by the AIG program in all schools. Highly gifted students are invited to participate in an all-day, homogenously grouped program at Brunson Elementary and Hanes Middle to address their academic and social needs.

Many under-represented populations are served through flexible grouping, collaboration and whole

class push-in and/or pull-out options. A more intentional focus needs to be placed on supporting twice-exceptional learners, specifically those students who are LEP/Gifted or EC/Gifted. The goal remains to ensure clear, equitable, and comprehensive gifted programming for all our students. We will embark upon research to identify better methods for identification and best practices that support those identification practices and instructional strategies for serving diverse populations.

Goals:

- 1) Expand professional development so that teachers can differentiate the curriculum to meet the needs of varied levels of learning within service options.
- 2) Create opportunities to allow underrepresented groups to voice concerns/needs
- 3) Collaborate with EC, ESL, and Office of Cultural Diversity to identify best practices and support structures for underrepresented populations.
- 4) For all students, including culturally/ethnically diverse, economically disadvantaged, and English language learners, continue to match identification with the appropriate service model (See Appendix B)
- 5) Continue to invite students identified as highly academically gifted (HAG) to participate in an all-day, homogeneously grouped program (See Appendix B)

Description:

- 1) All AG students will receive a minimum of forty-five minutes of accelerated instruction per subject in reading and/or mathematics daily. Students will be accelerated one year above their grade level.
- 2) HAG students will participate in an all-day, homogeneously grouped program and receive accelerated instruction in reading, mathematics, and enriched grade level instruction in science and social studies. Reading and mathematics instruction will be accelerated two-years above their grade level. For middle school, HAG students participate in heterogeneously grouped encore classes.
- 3) Provide professional development/support on identifying and serving students that are twice exceptional
- 4) Create community sessions to seek feedback/input of underrepresented groups
- 5) Create an EC/ESL/AG twice-exceptional plan
- 6) Utilize the Response to Instruction (RTI) problem-solving model to determine the service model for students identified twice-exceptional

Planned Sources of Evidence:

- 1) PD evaluations
- 2) Community feedback
- 3) EC/ESL/AG twice-exceptional plan
- 4) RTI fidelity rubric
- 5) AG program description
- 6) HAG program description

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

WSFCS encourages student participation in extra-curricular programs and informs parents of opportunities. AG students participate in optional activities and competitions around the school district. To date the AG office does not have the human capacity to provide consistent and on-going student enrichment activities but has partnered with local organizations to provide additional learning opportunities for AG students.

Goals:

- 1) Increase the amount of extra-curricular activities offered to AG students

Description:

- 1) Partner with Institution of Higher Learning (Duke University) to develop AG summer enrichment program
- 2) Invite guest speakers/presenters to support the development and innovation of AG students
- 3) Provide extra-curricular support guide for parents
- 4) Create Service-Learning opportunities for AG students in grades 5 and up.

Planned Sources of Evidence:

- 1) Flyers from AG summer program
- 2) Reflections/feedback from guest speakers
- 3) Extra-Curricular support guide
- 4) Student Service Learning reflections
- 5) Feedback from Summer Enrichment program

Other Comments:

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

The WSFCS school district sets as a goal to ensure clear, consistent communication with parents/families. Some of the existing communication avenues include: the district website, district newsletters, parent informational sessions, Alertnow messages, and school websites.

Parents have indicated a need for more specific and consistent communication about their children's progress and work. Creating a district format for this communication along with some informational materials that provide helpful tips and insight about supporting students with high potential could prove very helpful.

In conversations with parents, it has been noted that a clearer understanding about homework, classwork, and expectations/criteria for excellence is needed. Creating opportunities to further these conversations and also set in place communication structures between the school and families is crucial.

Goals:

- 1) Create a consistent communication network between families and schools
- 2) Increase communication/discussion about areas of concern
- 3) Highlight gifted student accomplishments

Description:

- 1) Continue use of AG-1 form to communicate with parents about AIG placement decisions
- 2) Communicate with parents using district newsletters quarterly
- 3) Encourage schools to create and disseminate gifted information consistently
- 4) Create forums to discuss expectations, grading, and homework
- 5) Create an AG report card/progress report that matches accelerated service delivery for students (i.e.: grade 3 AG student receives a progress report about grade 4 skills mastered)
- 6) Create DEP/IDEP to communicate with parents/families about student progress
- 7) Create opportunities for AG students to share projects, research, or achievements at semester AG Academic Excellence nights
- 8) Create Gifted Students Speak/Ted Youth Symposium for gifted students to share innovative areas of interest to the WS community

Planned Sources of Evidence:

- 1) Parent contact logs

- 2) Parent signature on AIG-1 form
- 3) AG acceleration Progress report
- 4) Parent forum participation log
- 5) DEP fidelity checks
- 6) Photographs and highlights from AG Academic Excellence nights
- 7) Student summaries and information presented at youth symposiums

Other Comments:

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

This practice is a Maintained Practice for 2013-2016.

Rationale:

Information is disseminated to parents primarily through the AIG coordinator. Broadening that network and creating contact persons to assist with communication of AG information is critical.

In addition, regional parent meetings at various school locations assists in providing parents access to an individual to raise questions related to Academically Gifted Services. Also, the district AG website, newsletters, phone and email communication, serve as a continual communication between parents/families.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- 1) Create AIG regional coordinators to support training new AG Coordinators and helping to disseminate AG materials in a consistent manner
- 2) Continue AG parent information nights in various zones across the district
- 3) Continue dissemination of AG handbook to assist parents in understanding AG policy and responding to FAQs
- 4) Continue use of AG website as a primary communication tool about the Academically Gifted Program
- 5) Continue to send automated calls and AG newsletter to support parents with most current updates for AG Department
- 6) Encourage the development and support of at least one PAGE chapter representative per school.
- 7) Provide contact information for who to contact related to AG questions
- 8) Provide clear and easily accessible navigation of AG policies, identification, and FAQs
- 9) Create a mini-AIG plan summary for dissemination to parents and community
- 10) Information regarding the AIG program, local plan and policies related to gifted education are available on the AIG website.
- 11) Parents receive a comprehensive handbook once their student is identified AIG.
- 12) The AIG program is described in the registration guidebook for middle and high school students.

Planned Sources of Evidence:

- 1) AIG Parent Handbook
- 2) AIG website
- 3) AG newsletter
- 4) AG Alertnow messages
- 5) List of AG regional coordinators
- 6) Dates of AG parent nights
- 7) PAGE minutes
- 8) PAGE chapter representatives

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Advisory Committee reflects a good representation of diversity of our current AIG parents and families. More representation is needed from parents that are ethnically and linguistically diverse as well as advocates for twice-exceptional students as well as teachers and community support from schools with underrepresented numbers of gifted students.

Goals: 1) Every effort will be made to reflect the changing demographic representation of AG parents/families as we develop and recruit members for the AG advisory committee.
2) Provide opportunities for stakeholders to have input in the development, implementation, and monitoring of the AIG Plan for Services.

Description: 1) Develop a "WSFCS AG Wants to Know" feedback system to assist in the development, implementation, and monitoring of AG Plan
2) Actively recruit and seek AIG advisory committee members that are underrepresented on the AIG advisory committee
3) Create annual or biennial surveys of administrators, parents, students, and teachers to continuously improve AG program quality
4) Ensure AIG advisory committee meets minimally 4 to 5 times per calendar year.
5) Create an annual parent survey about DEP effectiveness
6) Create guidelines for AIG advisory committee member representation, including minimum expectations for meeting attendance
7) Use parent feedback and surveys to provide direction for areas to focus improvement on in AIG programming
8) Share survey data from parents, teachers, administrators, and students on AIG website
9) Post AG advisory meeting minutes for stakeholders to see topics of discussion, in the hopes of generating additional engagement of interested parties
10) Post demographic representation of AG advisory committee group to ensure representation from district-level, parent, school, teacher, and community members on the AIG advisory committee

Planned Sources of Evidence: 1) Calendar of AIG advisory committee meetings

- 2) Meeting agendas and minutes
- 3) Feedback from "WSFCS AG Wants to Know"
- 4) Survey Results

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

This practice is a Maintained Practice for 2013-2016.

Rationale:

Ensuring that parents/families have information on opportunities available to gifted students is essential. Creating a repository of programs, events, and resources specifically targeted for gifted students will aid in giving students additional exposure outside of the school curriculum.

Translating this information in both English and Spanish ensures that all information is shared to all stakeholders.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- 1) Translate information in appropriate languages.
- 2) Ensure that interpreters/translators are available at DEP meetings and other AG parent meetings as needed
- 3) Develop subcommittees focused on issues dealing with AIG/ ESL, underrepresentation in gifted programming, etc.

Planned Sources of Evidence:

- 1) Copies of documents will be available in applicable languages.
- 2) Subcommittee meeting minutes/reflections

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Developing opportunities between local universities and the school district is essential. WSFCS has embarked upon outreach for AIG licensure program and professional development through Duke University, Elon University, Salem College, and UNC-Charlotte.

Through the district partnership with Duke University a Summer Enrichment program has been instituted for gifted learners for summer 2013. This proceeds from the S.T.E.P.S (Students... Thinking...Exploring...Problem-Solving...Succeeding) Summer Enrichment Program will help sustain and invest in affording teachers an opportunity to pursue gifted licensure.

There are also additional outreach efforts between other organizations to provide teacher professional development such as CERTL Problem-Based Learning Institute. An area to extend partnership and support is through mentor networks and the development of service learning opportunities for gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1) Bring motivational speakers for gifted students to help build self-efficacy
2) Create service learning opportunities for gifted students with local businesses and universities
3) Create a list of partners and resources that sponsor and support WSFCS gifted programs
4) Increase PR of Gifted programming successes
5) Continue university partnerships and professional development networks for teachers
6) Partner with Crosby Scholars and other extra-curricular programs to promote opportunities and communication about things such as study skills, college planning, career planning, and service learning opportunities.
7) Encourage high-level, extra-curricular learning experiences that promote student reflection and inquiry regarding future learning, college, and career opportunities (ex: partner with WSSU, WFU, and Salem College classroom observations)
8) Maintain and extend partnership networks that assist in creating extra-curricular learning opportunities and mentors for students as well as professional development opportunities for teachers

Planned Sources of Evidence: 1) Teacher feedback from AIG PD/Licensure
2) Student feedback from motivational speakers
3) Compiled partnership list
4) Newspapers and postings highlighting gifted programming successes
5) Student reflections from service learning experiences.

Other Comments:

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale:

This process is complete. A comprehensive plan to maintain compliance of NC Legislation for Gifted Programs and alignment of the NC Academically and Intellectually Gifted Standards has been developed. This plan will guide our work for the 2013-2016 Plan Cycle. This plan was presented to the Curriculum Committee of the WSFCS School Board on June 18, 2013 and approved by the WS/FCS Board of Education on June 18, 2013. The plan was submitted to the NC Department of Public Instruction for review and comment in July, 2013.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- 1) The WSFCS written AG plan will describe in depth the identification, services, and support provided to gifted students, parents, families, and community in WSFCS. The plan has been approved by the BOE and submitted to DPI for review.
- 2) The plan will be open for review and redevelopment as needed and/or data provided requires a need for an adjustment to the plan. The plan will serve as guidelines for operation of gifted services in WSFCS.
- 3) Stakeholder feedback was solicited prior to submission of the AG plan. Parents, teachers, principals, and other school personnel responded to surveys to provide information for improving the AIG local plan
- 4) A goal is to maintain alignment of AIG program and AIG plan with local Board of Education policies and NC AIG program standards
- 5) The district has a written plan describing the local AIG program in accordance with state legislation and policy. The plan has been approved by the WS/FCS BOE and submitted to DPI for review.

Planned Sources of Evidence:

- 1) AIG plan for services
- 2) BOE meeting agenda and minutes
- 3) Posting of AIG plan for parents and community
- 4) Parent, teacher, administrator, and school personnel surveys

Other Comments:

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

This practice is a Focused Practice for 2013-2016.

Rationale:

There have been few monitoring layers in place for the local AIG plan. In order to ensure effectiveness, the district AG program coordinator, principals, teachers, parents, and district-level personnel should work collaboratively to provide feedback and ensure that programs and processes written in the 2013-2016 AG plan for services are implemented with fidelity. An accountability and monitoring structure will be set in place to guide reflection of the progress and implementation of the AIG program. The leadership of the AIG district program specialist and several developed stakeholder committees will help monitor progress of the local AIG plan. Internal self-assessments, as well as state reports, will prove helpful in monitoring progress and effectiveness of the AIG program.

Goals:

- 1) Develop an implementation program fidelity rubric
- 2) Provide processes and structures for reporting implementation of program progress

Description:

- 1) Create a monitoring guide framework to include stakeholder groups and responsibility expectations for various groups
- 2) Create semi-annual internal progress reports and annual community and state updates on progress towards AIG goals
- 3) The AIG program specialist assists the district level superintendents in monitoring the implementation of the AIG Plan and program

Planned Sources of Evidence:

- 1) Monitoring/fidelity document
- 2) Semi-annual progress reports shared with internal stakeholders
- 3) Annual updates shared with parents and community
- 4) Progress updates shared in state reports

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Focused Practice for 2013-2016.

Rationale:

State funds are primarily used to support teaching position allotments in elementary schools and those funds are appropriated to elementary schools each year to support the funding of teaching

positions to serve elementary students. State funds are closely monitored through the district's Department of Finance.

Local funds are not allocated to support resources and needs for the implementation of the AG plan for services or gifted programs. Advocate for the allocation of local funds for gifted programs to expand professional development, teacher and support positions in middle and high schools, district-level support for program implementation, and expansion of gifted programming.

Goals:

- 1) Advocate for local fund allocation to expand support for gifted programs in WSFCS
- 2) Maximize the structure and use of personnel paid via AG state funds to advance program initiatives

Description:

- 1) The AG Program Specialist and the Chief Financial Officer ensure the appropriate use of state AIG funds.
- 2) The AG budget is submitted to the Chief Financial Officer and Superintendent for approval annually. Funds are used to cover teacher salary and benefits, AIG classroom supplies, identification, teacher professional development, and teacher licensure tuition.
- 3) Develop a proposal to solicit the need for local funds for supporting AG programs
- 4) Develop a system for AG teachers paid with AG funds to work to support AG initiatives across the district (i.e.: teacher training, professional development, AIG liaisons, and initiative implementation)
- 5) Develop a strategic plan for AG budget allocation based on AG initiatives
- 6) Look at a means of allocating resources to defined AG populations, with some limited fixed amount per school, with a larger variable component based on AIG student headcount

Planned Sources of Evidence:

- 1) Local budget proposal for AG resources
- 2) Personnel Usage implantation framework
- 3) AG budget strategic plan
- 4) AIG state budget and expense allocations

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

Currently, there is not an efficient way to analyze AG student performance growth based on EOG data. This year, the state will release AG student growth data which will be utilized to analyze and share student performance data for AG. An information session will be developed to share this information with parents and families.

In addition to measuring student growth, our district is also in the process of measuring AG rate data in the areas of drop-outs, AP/IB enrollment, AP performance, AG student demographic representation, and ACT/SAT performance. This data will be extracted yearly during the 2013-2016 plan cycle.

Goals:

- 1) Analyze AG student growth data yearly
- 2) Analyze AG gap data yearly
- 3) Collaborate with WSFCS Accountability and Research department to track AIG student performance, growth, and drop-out rates.

Description:

- 1) The AG department will work with the department of Research and Evaluation to collect and disseminate information about district wide AG student growth and performance. This information will be shared yearly with parents via website, parent information sessions, and brochures.
- 2) In alignment with the WSFCS Strategic Plan, the WSFCS AG department will work with the Department of Research and Evaluation to analyze gaps in performance and enrollment of various groups of AG students are narrowed
- 3) Use PowerSchool to identify students that drop out of school, drop AP courses, or exit the AG program. Solicit follow-up surveys for AG students that have exited to follow-up with rationale.
- 4) Work with technology department to ensure accurate documentation, coding, and accessibility of information of AG students district-wide. Teachers will be provided with a list of AG students at the beginning of each school year.

Planned Sources of Evidence:

- 1) Information disseminated to parents on growth via brochures, information sessions, and website
- 2) Information updates with strategic plan and yearly AG progress updates on AG student performance, drop-out rates, and enrollment in various areas
- 3) Survey data from parents and students.
- 4) AG list of students provided at the beginning of the year.

Other Comments:

As a future measure, the district should look towards assessments and ways to evaluate student growth beyond grade-level EOGs because students receive an accelerated and enriched curriculum beyond the current grade-level.

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale:

There is currently no system in place to monitor the representation of underrepresented students. There has to be a system in place to educate and inform stakeholders about the various

underrepresented gifted groups that may be gifted and (ESL, racial minorities, economically disadvantaged, hearing or visual impaired, highly gifted or learning disabled or a specific exceptionality such as Autism or Aspergers).

We will place a high focus on researching and analyzing data related to students that are gifted students and are a part of various cultural, ethnic, and other sub-groups.

Key sources available for monitoring the representation and retention of underrepresented populations are our disaggregated district demographic data compared with our AIG headcount generated on April 30 yearly. This data is available in September of the following year.

We will have to create a better system to track students that are twice-exceptional. Currently, there is no database or resource to assist us in doing this. In the coming year the hope is that the district's exceptionality departments (EC, ESL, 504, and AG) can create a system to cross-monitor enrollment of gifted students in various programs. Throughout the 2013-2016 AG Plan Cycle, we will closely monitor change in our representative cohorts and the effectiveness of our programming response to the student needs.

Goals:

- 1) Educate and inform parents, community, and school personnel on twice-exceptionalities and needs of students that are gifted and culturally, ethnically, or linguistically diverse.
- 2) Improve monitoring system for students that are gifted and ESL, EC, and culturally/ethnically diverse
- 3) Track program identification and service quality in admitting and retaining all students

Description:

- 1) Representation and retention of AIG students are monitored by the AIG program manager and shared with the curriculum committee annually regarding culturally/ethnically diverse, economically disadvantaged, English language learners, and highly gifted students.
- 2) Twice-exceptional students are not included in any data tracking.
- 3) Create a unified monitoring system/data warehouse for EC, ESL, 504, and AG to determine students served in multiple programs
- 4) Use the state AG headcount to reflect upon the representative change in students served in gifted programs
- 5) Create a district-wide institute to inform and share information on twice-exceptionalities and cultural, ethnic, and linguistic diversity in gifted programming
- 6) Work with district specialist for EC, ESL, and 504 to develop service support structures and reflect on identification practices for twice-exceptional students
- 7) Survey parents and students from specific groups to evaluate program effectiveness at least once per AG plan cycle
- 8) Work with EC department to use standardized assessment information to identify students that are also AG.

Planned Sources of Evidence:

- 1) AIG headcount disaggregation
- 2) Parent/Student reflection on program effectiveness
- 3) Development of unified monitoring and identification system between departments

- 4) Department plan support structure for underrepresented AG student groups
- 5) Curriculum Committee presentations

Other Comments:

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale:

This AIG Advisory committee has reestablished a consistent meeting schedule. Currently the AIG advisory committee meets bimonthly to discuss information regarding AG program implementation and ideas for improvement. There has been support from parents, community, teachers, and principals on the WSFCS advisory committee. Future goals will be to recruit more representation from all stakeholder groups.

Goals:

- 1) Encourage and recruit representative populations to serve on AG committee that represent a myriad of cultural, ethnic, linguistic, and community groups.
- 2) Create new platforms for meeting forums that include the institution of various technology mediums
- 3) Establish an AIG advisory committee that reflects the diversity of the AIG student population and meets on a regular basis.

Description:

- 1) AG advisory committee will continue to meet bimonthly or minimally four times per calendar year to discuss AG programming such as strengths, areas of improvement and concern, and alignment of AG initiatives with AG plan of services
- 2) Institute multimedia platforms for subcommittees and subject specific meetings to increase time efficiency and cut down on travel time for AG committee members (Such as Go-to meeting, WebEx Conferencing, etc.)
- 3) Solicit interest groups and recommend that representative members become a part of AG advisory group (i.e.: Title I AG teacher, ESL/AG teacher, Urban League, local churches, etc.)
- 4) Create bio/contact list for AG advisory committee members to serve as resource for AG questions related to identification and service delivery
- 5) Create minutes for AG advisory committee meetings
- 6) Set an expectation that advisory committee members commit to at least three meetings per year.

Planned Sources of Evidence:

- 1) Meeting agendas/minutes
- 2) Advisory meeting attendance
- 3) Multimedia meeting archives
- 4) Advocacy demographic/group representation list of AG advisory committee members
- 5) Creation of AG advisory bio/contact list

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale:

The HR department maintains licensure information on all employees of WSFCS. This licensure information will be shared yearly with the WSFCS Program Specialist for Gifted to provide support and recommendations to principals regarding teacher placement in AG classrooms. In addition to the initial AG licensure endorsement, all AIG teachers should engage in continuous, on-going professional development opportunities as a continuation to uphold AG licensure requirements. AG teachers should obtain at least 1.0 CEUs directly related to meeting the academic, social, or emotional needs of gifted students every three years.

Goals:

- 1) Implement a framework to pull data about AG teacher professional development credits to HR.
- 2) Create opportunities for teachers to receive renewal credits yearly in the area of supporting Academically and Intellectually Gifted Students

Description:

- 1) HR will provide AG teacher licensure endorsement and teaching assignment information yearly including information and status on teachers with AG provisional license endorsements
- 2) AIG Program Specialist will work with the Technology Department and Human Resources to match AG classrooms at school sites with AG teacher licensure status
- 3) HR will pull AIG renewal credit information annually

Planned Sources of Evidence:

- 1) AG licensure status provided to principals yearly
- 2) AG renewal status information provided to teachers yearly
- 3) AG teacher licensure match to AG classrooms will be shared with Assistant Superintendents for Elementary Schools, Middle Schools, and Instructional Services and the School district Superintendent.

Other Comments:

Practice H

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

This practice is a Focused Practice for 2013-2016.

Rationale:

Currently, AG surveys are administered to parents, teachers, and students once every three years. Representation on the AG advisory committee also provides a forum for various stakeholders to solicit feedback related to gifted programs. Additionally, parent information sessions sponsored by the WSFCS Gifted Department and a re-initiated chapter of the local Forsyth County Partners for the Advancement of Gifted Education (PAGE) will serve as vehicles for disseminating information and soliciting feedback. More electronic forums sponsored by the WSFCS Gifted Department will be instituted to get more feedback on AG program quality.

Goals:

- 1) Institute quick surveys yearly and surveys will be conducted every three years to solicit regular parent, school personnel and community feedback
- 2) Use principal meetings to solicit school level feedback on AG concerns and issues
- 3) Create "WSFCS AG Wants to Know" as a source for parents to raise questions, comments, or concerns on AG programming
- 4) Provide avenues for stakeholders to have input in the development, implementation, and monitors of the AIG Plan for Services.

Description:

- 1) Complete five-question quick-ask surveys yearly for various groups to solicit feedback on program effectiveness (parents, school personnel, teachers, students, and community)
- 2) Survey ALL stakeholders every three years regarding the implementation of the AIG program as described by the AIG Plan for Services.
- 3) Create electronic system for parental feedback that will be reviewed monthly and either respond directly to individuals or incorporate in parent newsletters or messages on AG website
- 4) Present at Principal meetings quarterly to identify any school level concerns or questions related to AG programming

Planned Sources of Evidence:

- 1) Quick Ask Survey responses yearly and Survey Responses every three years to support goals in new AIG plan writing for 2016-2019
- 2) Electronic feedback from "WSFCS AG Wants to Know"
- 3) Newsletters
- 4) Principal meeting agendas/topics

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale:

Once a year in June, the AG advisory committee will review progress of AG goals to determine if there is a need to update or revise AG plan for services. Revisions will result from survey results,

trends in representation and retention data, observations, and school/community needs. When needs arise to revise the plan prior to the three year plan cycle, those revisions will be presented to the WSFCS Board of Education to approve amendments to the AG plan for services.

Goals:

- 1) Use stakeholder feedback to review, modify, or adapt AG plan
- 2) Develop process for amending AG plan

Description:

- 1) Stakeholder feedback from surveys, suggestion boxes, and student performance data will be used as a stream of data to evaluate the need to modify AG plan
- 2) Work with the department of Research and Evaluation to create a process and develop a program evaluation to determine areas based on data and evidence to modify AG plan

Planned Sources of Evidence:

- 1) Feedback of stakeholders from surveys
- 2) Principal meeting information and feedback provided
- 3) AG program Evaluation plan developed

Other Comments:

Practice J

Disseminates all data from evaluation of the local AIG program to the public.

This practice is a Focused Practice for 2013-2016.

Rationale:

In order to align with the state goal of "clear, equitable, and comprehensive placement and services for AG students," the WSFCS AG department will work to create a continuum of communication to stakeholder groups. Emails are sent frequently to internal stakeholders about updates and information related to AG. A healthier focus needs to be placed on the dissemination of information and updates to outside stakeholders. Currently Alertnow messages and quarterly AG newsletters have been provided to inform parents. There needs to be an additional level of communication to all stakeholder groups that includes updates to websites, and a "What's New in AG" page.

Goals:

- 1) Share results of student performance, stakeholder feedback, and AG program evaluation with the public
- 2) Develop communication systems to ensure efficient dissemination of information related to AG

Description:

- 1) Improve process of parent listserv to ensure all AG parents receive communication. Create an electronic system that directly links to PowerSchool to ensure that contact information is accurate for stakeholders
- 2) Distribute information related to AG to AG advisory committee, district leadership, school level personnel, and families at least once quarterly.

- 3) Coordinate with PAGE to help disseminate and share information about AG to parents
- 4) Improve user-friendly efficiency of AG website
- 5) Disseminate data from AIG program evaluation to the public. Post data from AIG program and evaluation on AG website.

Planned Sources of Evidence:

- 1) AG webpage
- 2) Newsletter updates
- 3) School level communication
- 4) Maintenance of names of parent list
- 5) PAGE chapter meetings
- 6) Improved AG plan

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale:

Policies and procedures are in place to safeguard the rights of families. These policies and procedures are provided in the AG handbook as well as located on the AG website. Consideration should be provided to create a very succinct flyer/handout to parents and families to provide an overview of their rights and steps to resolving disagreement.

Information sessions should be developed to provide parents with the knowledge about the policies, procedures, and practices in place for AG. Partnering with PAGE chapters would be one way to provide this information to parents and partnering with local groups such as ESL, EC, and other district level events will be a way to share this information with the community.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- 1) Increase awareness and information sharing to stakeholders about policies, procedures, and practices
- 2) Create short handout/flyer about AG parents' rights, policies, and grievance process
- 3) Partner with PAGE and community groups to create information sharing sessions about policies, procedures, and rights

Planned Sources of Evidence:

- 1) Information session handouts
- 2) Flyer/brochure of AG policies, rights, and procedures

Other Comments: See APPENDIX C - Procedure to Resolved Disagreement for information on rights and safeguards for parents and families

Glossary (optional):

Appendix (optional):

AIG plan Appendix B 2013-2016.docx (*Appendix - Standard 1*)

APPENDIX A 2013-2016- Screening, Identification and Placement.doc (*Appendix - Standard 1*)

Appendix C 2013-2016.docx (*Appendix - Standard 6*)

Glossary of Key Terms related to Academically Gifted Programming.docx (*Other Forms*)